

Continuing Professional Development Policy

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Notes	This document should be used in conjunction with: <ul style="list-style-type: none"> • HBXL Tutor Standards

1. Introduction

HBXL Skills Academy recognises that providing staff with opportunities to develop professionally and personally improves teaching and learning. Through personal and professional fulfilment, continuing professional development (CPD) also raises morale which in turn assists recruitment and retention of staff.

The purpose of continuing professional development and ongoing training is:

- To improve the quality of teaching and learning.
- To enable staff to meet their individual objectives as set out in their appraisal.
- To facilitate the professional development of all staff.
- To involve all staff in moving HBXL Skills Academy towards the objectives stated in the Quality Improvement Plan (QIP).
- To ensure all tutors are able to meet the HBXL Tutor Standards.

All staff should take ownership and give a high priority to professional appraisal. All staff contribute as part of a team to the success of the Skills Academy and have a right of access to CPD.

All staff have an entitlement to equality of access to high-quality continuing professional appraisal. All staff will have opportunities through appraisal and other mechanisms to discuss and make requests regarding their professional development needs.

2. Roles and Responsibilities

The Skills Academy Lead has overall responsibility for ensuring that the CPD Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The Skills Academy Lead is responsible for the day-to-day implementation and management of this policy.

The Skills Academy Lead and Skills & Quality Assurance Manager are responsible for identifying HBXL's CPD needs and those of the staff working within it through monitoring processes such as lesson observations, staff appraisals and learner feedback and outcomes. They will discuss the likely budgetary implications of addressing the main CPD needs.

The Skills & Quality Assurance Manager is responsible for maintaining the training record which logs training attendance and indicates when refreshers are due.

Individual members of staff are responsible for identifying personal professional development needs, in response to their own practice.

3. Planning for CPD

Appraisals

HBXL's CPD programme is informed by the training and development needs identified in individual appraisal objectives. HBXL addresses the CPD needs of both tutors and support staff by ensuring that there are sound appraisal procedures in place, with each member of staff having an annual appraisal with a named appraisee. At the appraisal meetings, the impact on performance of the appraisee's CPD is reviewed and recorded.

Criteria for CPD

CPD is planned to balance the use of resources with the aspirations and interests of staff. CPD opportunities should meet the following criteria:

- Meet identified individual, provider or national development priorities;
- Are based on good practice;
- Help raise standards of learner achievements;
- Respect cultural diversity;
- Are provided by those with the necessary experience, expertise and skills;
- Are planned systematically and follow the agreed programme except when dealing with emerging issues;
- Are based, where appropriate, on relevant standards;
- Are based on current research and inspection evidence;
- Make effective use of resources, particularly ICT;
- Provide value for money;
- Have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

Types of CPD

In order to match identified areas of need, staff interests, career aspirations and preferred learning styles, and to maximise the impact on improving teaching and learning within the Skills Academy, a range of approaches to CPD will be used. These CPD approaches will include:

- Attendance at a course or conference;
- Internal training using the expertise available within the Skills Academy, e.g. 1:1 sharing of existing expertise; staff meetings, quarterly Safeguarding and Prevent meetings;
- Partnerships within the Skills Academy e.g. team teaching, peer-to-peer observations, joint planning or assessment moderation with a colleague;
- Distance learning e.g. relevant resources, training videos, reflection, simulation;
- Job enrichment/enlargement, e.g. a higher level of responsibility such as acting roles, shadowing etc.;

- Coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity;
- Visit to observe or participate in good and successful practice, e.g. visit to an education provider offering similar courses.

4. Assessing the impact of CPD

An annual review of CPD undertaken will take into account the benefits to:

- Learner progress and achievement;
- Improved teaching and learning;
- Increased learner understanding and enthusiasm;
- Increased staff confidence;
- Increased evidence of reflective practice;
- Recruitment, retention and career progression/promotable staff.

Staff members are expected to:

- evaluate individual CPD and training activities as they undertake them;
- maintain an appropriate professional development portfolio;
- disseminate relevant professional development within the HBXL Skills Academy.

5. Monitor and Review

This policy will be reviewed every two years and at other times in the intervening period as necessary.